

**Texas Education Agency  
Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
<b>Submittal information:</b>	<b>Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494</p>	<b>RECEIVED</b> <b>TEXAS EDUCATION AGENCY</b> <b>DOCUMENT CONTROL CENTER</b> <b>GRANTS ADMINISTRATION</b> <b>2016 MAR 29 AM 9:45</b>
<b>Contact information:</b>	<a href="mailto:21stCentury@tea.texas.gov">21stCentury@tea.texas.gov</a>	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Mission CISD	108-908		N/A
Vendor ID #	ESC Region #		DUNS #
74-6001742	1		010531739
Mailing address		City	State      ZIP Code
1201 Bryce Drive		Mission	TX      78572-4399

**Primary Contact**

First name	M.I.	Last name	Title
Kim		Risica	Director, Federal Programs
Telephone #	Email address		FAX #
956-323-5550	<a href="mailto:Kmriscica@mcisd.org">Kmriscica@mcisd.org</a>		956-323-8168

**Secondary Contact**

First name	M.I.	Last name	Title
Criselda		Valdez	Asst. Supt. of C & I
Telephone #	Email address		FAX #
956-323-5415	<a href="mailto:ccvald68@mcisd.org">ccvald68@mcisd.org</a>		956-323-8232

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. Ricardo		Lopez	Superintendent of Schools
Telephone #	Email address		FAX #
956-323-5500	<a href="mailto:rlopez23@mcisd.org">rlopez23@mcisd.org</a>		956-323-8174

Signature (blue ink preferred)

Date signed

3/23/16

*Only the legally responsible party may sign this application.*

701-16-102-056

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 08/01

End date (MM/DD): 07/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	108-908 Mission CISD	Dr. Ricardo Lopez <i>Ricardo Lopez</i>	956-323-5500 rlopez23@mcisd.org	\$1,405,410
<b>Member Districts</b>				
2.	74-6001738 Boys & Girls Clubs of Mission	Luduvico Martinez <i>Luduvico Martinez</i>	956-585-3606 lmartinez@missiontexas.us	\$94,500
3.				
4.				
5.				
6.				
7.				
8.				

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
<b>Grand total:</b>				<b>\$1,499,910</b>

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

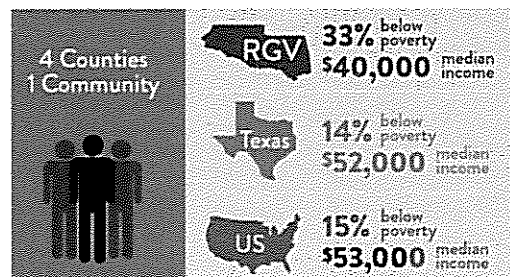
County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Program Overview:** Mission Consolidated Independent School District's (MCISD) in a far reaching, strategic collaboration with the Boys & Girls Club of Mission (BGCM) and Mission Economic Development Corporation (MEDC) along with other community stakeholders proposes the **60X30Mission**. It is so named for the State of Texas Office of the Governor's Initiative 60x30 which seeks to advance Texas communities by facilitating the goal of 60% of Texans achieving post secondary degrees and certifications by 2030. Only 16.4 of adults have a post secondary degree in Hidalgo, County where Mission, Texas is located (U.S. Census Update, 2015). Research shows that family literacy directly coorelates with student achievement. **60X30Mission** is a new and innovative initiative that is proposing to use myriad of evidence-based **family-centered** programs to prepare **945** high-need, high-poverty students and their families for college in Mission, Texas and the Rio Grande Valley (RGV). The 60X30 Partnership will mobilize access to digital literacy, literacy, and STEM to an at-risk population in a **98% Hispanic** area. Pockets of successful intervention have been piloted as a best practice such as the White House Education Initiative recognition of Mission's Code the Town, but no interventions have been taken to scale.

**Program Need:** Located along the Texas-Mexico border and within a four-county region (Cameron, Hidalgo, Starr, and Willacy), the Rio Grande Valley (RGV) is considered one of the poorest and most at-risk regions in Texas. The majority of the population are Hispanic (92%). With three out of five of these families surviving on less than \$27,000 a year, college seems foreign. Students in these families often enter schools with complex barriers to success. On average, **71% of MCISD students failed to meet 2014-15 STAAR Postsecondary Readiness Standards** in two or more subjects across all grades. The average for the state is 59%.



Bringing vital programming to families provides equal access to students and parents most in need. Additional barriers that stem from poverty may include: frequent movement between schools; housing insecurity; hunger; family stressors; and, juvenile delinquency. In comparison with Texas' most populous county, **RGV has maintained a higher juvenile violent crime arrest rate at 168.9 per 100,000 children age 10 to 17 than that of Harris County at 158.2 per 100,000 children age 10 to 17 every year for the last 5 years.** – Source Kids Count Data Center 2014.

All of these challenges are linked with poverty and disproportionately affect communities of color. Research shows that jobs with higher salaries go to the individuals who have pursued higher education and emerged computer-literate and technically skilled with a strong academic foundation. Unfortunately, that is not always the case in the RGV. The latest data, compiled with the help of the U.S. Census Bureau as part of NTIA's "Digital Nation" series, shows that **less than 65 percent of Hispanic households** adopted broadband in the home as of October 2014. Recent data from The Center for Public Integrity has the **RGV as the lowest in the nation when it comes to broadband subscribers**. In addition to lack of access to internet technology, RGV and Hidalgo County students are not performing well in subjects that lead to high paying STEM careers. On average, **31% of MCISD students failed to meet 2014-15 STAAR reading requirements across all grades**. In 2014-15, **31% of MCISD students failed to meet STAAR writing** and **26% failed to meet STAAR math requirements across all grades**.

**Program Purpose, Goals, and Objectives:** MCISD has served as the community hub as the focal point for community partnership of MEDC, BGCM, Sylvan Learning RGV, RGV Literacy. Mission's efforts, Code the Town has been recognized by the White House as an innovative best practice for the nexus of education and workforce development. Recognizing the need for postsecondary education and preparing the next generation for college, particularly given the STEM workforce opportunities in Mission, Texas, Mission CISD strategically partners to create the **60X30Mission** after-school initiative that will improve Academic Performance, Positive Behavior, School Day Attendance, Promotion Rates, and Graduation Rates.

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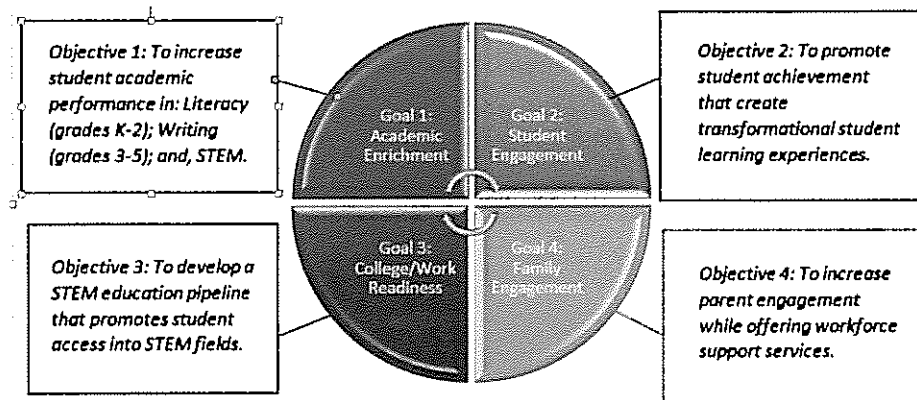
**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This **60X30Mission** partnership will afford us the opportunity to help at-risk students to meet state and local student standards in core academic subjects by: 1) Providing opportunities for *Academic Achievement*; 2) Offering students a broad array of additional *Student Engagement* services (such as youth development, technology, counseling, and more); and, 3) Offering families of students served opportunities for *literacy and workforce development*.

**New and Expanded Services**

**60X30Mission** is a new initiative that combines the autonomous efforts of evidenced-based programs and services into one comprehensive program. The table below illustrates the new and/or expanded services being offered through this afterschool initiative:

Service Provide	Description of Existing Services	New or Expanded Service
Boys & Girls Clubs of	Providing social skills, character education, and a safe place for children of the Rio Grande Valley since 1969.	Expansion of activities to six new school sites; emphasizing character education and college readiness.
Code the Town	Piloted in December 2014, the initiative was created with the goal of offering annual events around coding to stimulate interest in STEM Fields.	Scaled up to offer regularly scheduled coding and programming training for kids during the afterschool program.
Sylvan Learning Centers	Founded in 2002 to offer critical evidenced-based tutoring services to students in the Rio Grande Valley.	Tutoring services offered to 10 new sites.
Rio Grande Valley Literacy Center	N/A - There is not a center in Mission, Texas.	GED/ESL, family literacy services will be customized and offered at a centralized location to accommodate 21 <sup>st</sup> CCLC families.
Collective Impact Work	N/A	The community's first collective impact group developed specifically for the purpose of increasing educational outcomes through afterschool time programming.
Mobile Go	N/A	University of Texas San Antonio is partnering to offer college access resources using a mobile unit.
Practical Parenting	N/A	Curriculum established to promote parental involvement
EDC	N/A	Economical Development Council program to offer STEM field experiences

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On this date:

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 108-908			Amendment # (for amendments only): N/A		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$899,230	\$44,000	\$933,230
Schedule #8	Professional and Contracted Services (6200)	6200	\$318,900	\$30,000	\$348,900
Schedule #9	Supplies and Materials (6300)	6300	\$117,000	\$0	\$117,000
Schedule #10	Other Operating Costs (6400)	6400	\$100,780	\$0	\$100,780
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,425,910	\$74,000	\$1,499,910
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$94,500	\$0	\$94,500
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,499,910
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$74,995

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 108-908			Amendment # (for amendments only): N/A	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	28		\$357,504
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$50,000
5	Site coordinator (required)	8		\$386,400
6	Family engagement specialist (required)	1		\$40,000
7	Secretary/administrative assistant			\$
8	Data entry clerk	1		\$28,000
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$811,504
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$121,726
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$933,230</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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On this date:

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108-908		Amendment # (for amendments only): N/A
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Sylvan Learning: Providing targeted academic interventions for small groups of 8 children to every certified teacher in core subjects (emphasis on Reading, Writing and Math) as well as STEM activities. Over 1,000 students targeted by grant will get some level of service throughout the terms (Average cost per child per grant year below \$230). Costs include assessment, lesson planning, oversight, staff and training, certified teachers and materials/supplies. Programming for adult and family part of MOU as well.	\$200,000
2	Boys & Girls Clubs: Participants will be exposed to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid and/or resist alcohol, tobacco, other drugs and premature sexual activity. The complete program package includes: <b>SMART Moves Series includes, SMART Kids (ages 6-9), Start SMART (ages 10-12) and Stay SMART (ages 13-15).</b> (Average cost per child per grant year below \$110).	\$94,500
3	Heart to Heart Parents: Heart 2 Heart Parents is a parenting coaching and resource service that helps parents grow the skills they need to have more effective relationships with their children and teens that help them prepare for a successful future. (Average cost per child per grant year below \$35).	\$30,400
4	Education Evaluation Services: Will conduct evaluation services described in grant guidelines and required by agency.	\$24,000
<b>b. Subtotal of professional and contracted services:</b>		\$354,900
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$324,900</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 108-908		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$117,000
<b>Grand total:</b>		<b>\$117,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 108-908		Amendment number (for amendments only): N/A
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$100,780
<b>Grand total:</b>		<b>\$100,780</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 108-908

Amendment number (for amendments only): N/A

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>4,375</b>	
Category	Number	Percentage	Category	Percentage
African American	3	0.05%	Attendance rate	96.23%
Hispanic	5,622	99.10%	Annual dropout rate (Gr 9-12)	DNA
White	42	0.74%	Students taking the ACT and/or SAT	DNA
Asian	6	0.11%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	4,745	84.07%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	1,873	34.48%	Students classified as "at risk" per Texas Education Code §29.081(d)	64.41%
Disciplinary placements	DNA	%		

**Comments**

The educational experience for MCISD's Hispanic students is one of accumulated disadvantage. The majority (84%) are economically disadvantaged. Nearly half (34%) of the student population have language deficiencies. Despite struggles with language barriers MCISD's attendance rate is high. Many of these children look forward to the school day because school meals are the only meals they get. Parents are committed to sending their children to school because they understand that education is the key to economic sustainability. MCISD parents have high expectations for their children. **60X30Mission's** parent survey (discussed later on in this document) indicates that 73% of the 400 parents surveyed said that they were interested in the academic success of their children.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2	0.55%	No degree	N/A	DNA
Hispanic	334	92.01%	Bachelor's degree	332	82.80%
White	24	6.61%	Master's degree	69	17.20%
Asian	2	0.55%	Doctorate	0	0%
	1	0.28%			
1-5 years exp.	130	29.68%	Avg. salary, 1-5 years exp.	46,710	DNA
6-10 years exp.	127	29.00%	Avg. salary, 6-10 years exp.	48,310	DNA
11-20 years exp.	89	20.32%	Avg. salary, 11-20 years exp.	53,740	DNA
Over 20 years exp.	92	21.00%	Avg. salary, over 20 years exp.	62,853	DNA

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	100	100	100	100	100	100	100	100	100	0	0	0	0	900
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	0	100	100	100	100	100	100	100	100	100	0	0	0	0	900

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Community Needs Assessment**

With such large numbers of Hispanic and other needy students, the **60X30Mission** program goal is to expand the educational opportunities of traditionally underserved individuals by increasing their abilities in digital literacy, literacy, and STEM. By enhancing and expanding the community's access to these offerings, the collaborative is confident that establishing a Texas 21<sup>st</sup> Century Community Learning Center (CCLC) in Mission, Texas can accomplish this goal. In efforts to establish a Texas 21<sup>st</sup> CCLC To tackle the growing needs of students and their families in the Rio Grande Valley and Mission, Texas the **60X30Mission** collaborative was formed to conduct a community needs assessment.

**The Process**

The **60X30Mission** collaborative consists of key executives, teachers and staff from the Boys & Girls Clubs of Mission, City of mission's Code the Town initiative, Mission Economic Development Corporation, Rio Grande Valley Literacy Center, and Sylvan Learning Center. To ensure that the needs assessment was objective, the collaborative worked with an community volunteer with expertise in this area. The first step in the guided process was to facilitate meetings to come up with key questions around what the communities needs were. The questions that were raised were:

- 1) How can we better serve the huge early literacy needs of our students?
- 2) How can we better prepare our young children for required kindergarten assessments?
- 3) How can we better prepare our children for STEM fields?
- 4) What are the needs of our parents?

After the questions were determined, the next step in the process was to determine key findings. The collaborative group work together to gather geographical information, student demographics, social determinants, and economic information from data that they collected internally. In addition to receiving data from the collaborative groups, data was also compiled from demographic data from public sources (such as campus improvement plans, district-wide strategic plans, census records, Texas Academic Performance Reports, TWC, and more), results of parent surveys, and informal feedback from community partners. The data was analyzed by the group to validate anecdotal evidence of the community needs and assets, highlight significant trends, reveal differences across segments of the community, and clarify assessments to key questions mentioned above. Key findings were categorized by strengths, gaps, opportunities, and challenges.

The final step in our community needs assessment process was to set priorities based on key findings to assist the **60X30Mission** collaborative with developing goals and objectives. Prioritizing goals was the most difficult part of this process because it involved developing a consensus among the group of community members with different opinions on how the community issues should be addresses. The group participated in five facilitated meetings to discuss and modify priorities, make informed decisions based on key data, and mutually agree on the goals, deliverables, and responsible parties for making sure those deliverables were carried out. After the top needs were identified, the group participated in an exercise adapted by the Texas ACE Blueprint's Community Resource Mapping/Strategy Development process to build program strategies around each need.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<u><b>Need 1: Student Academic Support:</b></u> <b>Math, Writing, and Reading:</b> On average, 31% of MCISD students failed to meet 2014-15 STAAR reading requirements across all grades. In 2014-15, 31% of MCISD students failed to meet STAAR writing and 26% failed to meet STAAR math requirements across all grades.	The following <b>academic strategies</b> aim to improve academic performance by utilizing innovative instructional techniques and technology to enrich student learning: <b>Sylvan Ace it:</b> tier 2- strategic Intervention Level tutoring. <b>Sylvan Edge:</b> coding, robotics, math workshops. <b>Sylvan Writing Camps:</b> creative writing camps. <b>Sylvan Professional Development:</b> on the model
2.	<u><b>Need 2: Student Prevention/Enrichment Support:</b></u> <b>Digital Literacy:</b> NTIA's "Digital Nation" series, shows that in 2013, less than 65 percent of Hispanic households adopted broadband. <b>Health:</b> According to South Texas Diabetes Key Facts report the prevalence of adult diabetes is more than 20% higher in South Texas than the state of Texas. <b>Juvenile Justice:</b> In comparison with Texas' most populous county, RGV has maintained a higher juvenile violent crime arrest rate at 168.9 per 100,000 children than that of Harris County at 158.2 per 100,000	The following <b>enrichment strategies</b> aim to improve academic performance by offering afterschool programming that engages students and families in learning. <b>Mobile Go:</b> mobile computer lab/college resources <b>BGC Keystone &amp; Torch Clubs:</b> youth leadership service <b>BGC SMART Moves:</b> helps young people resist drug use <b>BGC Street SMART:</b> counteracts negative lures of gangs <b>BGC Healthy Habits:</b> lesson on positive food choices
3.	<u><b>Need 3: Family Support: Poverty:</b></u> The Rio Grande Valley has one of the highest poverty rates in the nation. The poverty rate for the native-born has remained around 30% for a number of years. The 2013 Bureau of Census estimates indicate that the Rio Grande Valley has a high percentage of female-headed single parent families.	The following <b>Family and Parental Support Services</b> strategies aims to increase student and family attendance in afterschool programs which ultimately lead to improved academic performance. <b>Practical Parenting:</b> An evidence-based parental involvement curriculum design to work with parents who are struggling with societal issues.
4.	<u><b>Need 4: Student College/Workforce Readiness Support:</b></u> <b>College Readiness:</b> On average, 71% of MCISD students failed to meet 2014-15 STAAR Postsecondary Readiness Standards in two or more subjects across all grades. The average for the state is 59%.	The following <b>College Readiness/Workforce</b> strategies aims to increase graduation rates and employability among students: <b>BGC Go Center:</b> resources to promote college access <b>BGC Goals for Graduation:</b> prepare students for college <b>UTSA Mobile Go Center:</b> equipped with computers and college resources to promote college awareness
5.	<u><b>Need 5: Family College/ Workforce Readiness Support: Workforce/College Readiness:</b></u> Jobs with higher salaries go to the individuals who have pursued higher education and <b>emerged computer-literate and technically skilled</b> with a strong academic foundation. According to estimates from the U.S. Bureau of Census, all of the Valley's counties have lower average educational attainment than does the population in the balance of Texas or the nation.	The following <b>College Readiness/Workforce</b> strategies aims to increase graduation rates and employability among families: <b>Code the Town:</b> Coding, Robotics application development <b>RGV Literacy Center:</b> GED/ESL Classes and family literacy <b>EDC:</b> STEM Field experiences through employer partners

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**Schedule #14—Management Plan**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Must have a bachelors in education or related field; A minimum of three years of related experience in an educational or social work setting; Working knowledge of local youth serving organizations; and, Strong communication, public relations and interpersonal skills is preferred.
2.	Site Coordinator(s)	Must have a bachelors in education or related field; Experience working with high risk children and families; Experience in staff supervision; knowledge of local youth serving organizations and community resources; and, 21 <sup>st</sup> CCLC or Afterschool experience is preferred.
3.	Family Engagement Specialist	Must have a bachelors in education; Experience in an educational or social work setting; Working knowledge of local youth serving organizations; and, Bi-lingual in English and Spanish is preferred.
4.	Evaluator	Must have a Masters or Doctorate in education or related field; Must have experience evaluating education programs is preferred. Must adhere to the Professional Evaluators Association Code of Ethics with no conflicts of interest with the 21st CCLC Project.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academic performance in math, reading, and writing.	1. Implement Sylvan's accelerated tutoring strategies	08/01/2016	07/31/2017
		2. Implement BGC tutoring strategies	08/01/2016	07/31/2017
		3. Implement professional development to Teachers	10/01/2016	07/31/2017
		4. Implement Sylvan's Math/Writing Camp strategies	08/01/2016	07/31/2017
		5. Assessments to analyze and improve services	08/01/2016	07/31/2017
2.	Improve academic performance in all subjects through extracurricular activities.	1. Implement youth coding/ programming strategies	08/01/2016	07/31/2017
		2. Implement BGC character education strategies	08/01/2016	07/31/2017
		3. Implement family engagement/counseling strategies	08/01/2016	07/31/2017
		4. Implement BGC healthy habit strategies	08/01/2016	07/31/2017
		5. Assessments to analyze and improve services	08/01/2016	07/31/2017
3.	Increase graduation rates while developing an interests in STEM fields.	1. Implement BGC college going strategies	08/01/2016	07/31/2017
		2. Implement UTSA Mobile Go Center strategies	08/01/2016	07/31/2017
		3. Implement coding, robotics, math strategies	08/01/2016	07/31/2017
		4. Assessments to analyze and improve services	08/01/2016	07/31/2017
		5. Assessments to analyze and improve services	08/01/2016	07/31/2017
4.	Support family digital literacy and college/ workforce readiness.	1. Implement family digital literacy strategies	08/01/2016	07/31/2017
		2. Implement Literacy Center GED/ESL strategies	08/01/2016	07/31/2017
		3. Implement family literacy strategies	08/01/2016	07/31/2017
		4. Assessments to analyze and improve services	08/01/2016	07/31/2017
5.	Increase program sustainability through collective impact.	1. Project Director facilitates initial meetings	08/01/2016	10/31/2016
		2. Implement collective impact strategies	09/01/2016	07/31/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**60X30Mission** is a new collaborative group of education and youth service providers that has joined together to improve the education outcomes for low-income students and their families. Autonomously the group has monitored the attainment of goals and objectives through internal strategic planning committees, district and campus improvement plans, as well as by the expertise of outside evaluators. During the initial planning meetings for the development of this grant, the collaborative group has agreed to model the evidence-based *Collective Impact Framework* as a process of monitoring goals and objectives. The *Collective Impact Framework* is a structured process that collaborative groups use with a common set of measures to monitor performance, track progress towards outcomes and learn what is and is not working in the group's collective approach. This process also includes a system of communicating changes to key stakeholders, staff, parents, and members of the community. Upon notification of grant funding, the **60X30Mission** group will meet to finalize a shared measurement system. Data sets in this system may include the Texas ACE Critical Success Factors as well as tools to conduct inventories and surveys. The following table illustrates the three phases of the *Collective Impact Framework* that the Texas 21<sup>st</sup> CCLC Project director will facilitate throughout the grant period.

- |                     |                                                                                                                                                                                                                                                            |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase One: Design   | <ul style="list-style-type: none"> <li>• Revisit the shared vision and develop a theory of change or roadmap</li> <li>• Establish governance and organization of the group for structured participation</li> </ul>                                         |
| Phase Two: Develop  | <ul style="list-style-type: none"> <li>• Work with the evaluator to collect and view baseline data</li> <li>• Work with the evaluator for identification of metrics, data collection approach, including confidentiality/ transparency</li> </ul>          |
| Phase Three: Deploy | <ul style="list-style-type: none"> <li>• Implement learning forums and continuous improvement</li> <li>• Ongoing infrastructure support through the fiscal agent's Project Director</li> <li>• Community reports to disseminate program success</li> </ul> |

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Existing Efforts**

Presently, there are not any existing share or common goals similar to the **60X30Mission** collaborative in Mission, Texas. This innovative initiative was developed specifically, to meet the unmet academic performance and workforce needs during afterschool hours. However, the collaborative group has implemented several evidenced-based autonomous efforts in limited capacity to serve students and families.

**Maximizing Effectiveness and Building Sustainability**

**60X30Mission** aims to maximize program effectiveness by working toward a shared agenda which includes combining the autonomous efforts of a myriad of evidenced-based programs and services into one comprehensive program. By enhancing current program offerings, new initiatives, and extending program reach to remote schools with limited or no access, key stakeholders will model the collective impact framework process to improve program outcomes consistently over time. Typical program collaboration is about falling in love with an idea. This grant was developed with professional development, systems level training, and financial commitments embedded in the design. For example, transportation costs will be covered by participating School Districts, Certified Teachers will be trained on accelerated tutoring, and nonprofit partners will continue to offer expanded services to new sites. With the ultimate goal of program sustainability in mind, **60X30Mission** is adapting the collective impact model as a way to use data to sustain enhanced program practices across programs and systems and not simply scale an individual programs

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Professional Development Impact	1.	Formal observations of implementation of instructional strategies
		2.	Teacher evaluation of professional development presentation(s)
2.	Data Collection	1.	#/% participants completing program activities, extracurricular involvement
		2.	Student grades, attendance, discipline, assessments, graduation rates
		3.	#/% Parent involvement
3.	Surveys	1.	#/% completed surveys
		2.	pre/post data of change in student attitudes, engagement
		3.	pre/post data of change in parent & staff attitudes, perceptions, engagement
4.	Interviews Observations	1.	Data collected on center intentionality, organizational practices, community connections
		2.	Activities: Academic enrichment, non-academic enrichment, and workforce
5.	Theory of Change Impact/ Logic Model	1.	Community data of change in graduation rates
		2.	Community data of change in STEM employment
		3.	Community data of change post-secondary enrollment

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An external evaluator will be responsible for qualitative and quantitative data collection, and data analysis for formative quarterly reports and summative evaluation. Both quantitative and qualitative methods for collecting data clearly related to the intended results of the project will be implemented to determine the impact of the initiative on student outcomes and the degree to which project objectives were accomplished. Data to be collected include: (1) activity logs and participation logs, (2) likert scale surveys, containing closed-ended and open-ended items, (3) pre/post data of student participation and attitudes, student attendance, report cards, discipline reports, graduation, state assessment results, etc. (4) formal and informal observations of program components using a rubric of activities—academic enrichment activities, non-academic enrichment activities (that is, purposeful activities that build skills and knowledge and were not related to a core subject area), and workforce activities—across different levels (5) parent survey including participation, perceptions, etc., (6) interviews of random selection of teachers, parents, and students using a rubric with three categories: center intentionality, organizational practices, and community connections. **Theory of Change Impact:** The external evaluator will work with the collective impact group to discuss data trends and collect theory of change data from partnering organizations and community research. **Professional Development Impact:** data will be collected on the implementation of strategies learned through training to determine a noticeable difference in educational instruction.

**Key Evaluation Questions:** Two primary research objectives of the evaluation are to understand how well the project implemented *quality* programming in terms of research-supported practices and approaches, and what impact *participation* in ACE-funded activities had on student academic outcomes. Findings will be used to refine, improve, and strengthen the program: Data results will be used to refine, improve, and strengthen the project and to refine performance measures to accurately assess project effectiveness in meeting goals and objectives. Results will be made available to the public through publications, and school website; (3) utilized to provide feedback on project to stakeholders. The tentative timeline and scope of work has been set for the evaluation: August-October: comparison of project student demographics and non-participants; implementation of pre-surveys. November-December: review of TX21st highlighting potential problems with data-information; formal observations, interviews. January-May: comparison of 1<sup>st</sup> semester participant and non-participant academic data, 2<sup>nd</sup> semester data collection, observations, surveys, interviews; June-August: Final evaluation report for publication and public sharing.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities to be funded are evidence-based activities that are specifically chosen to supplement learning from the school day and provide targeted assistance to students whose needs extend beyond what they can receive in the classroom. MCISD teachers are stretched to the max. Although struggling students are offered tutoring afterschool, instruction is limited to reteach the tests or assignments that students did not perform well on. Character education activities are offered as culminating events that only happen a few times per year. With an increasing focus on school accountability and student performance, **60X30Mission** can play a meaningful role in improving academic achievement and closing the gap between low- and high-performing students. Students will be offered more than 400 hours of intense tutoring, social and emotional support through family engagement and character education, and academic enrichment programming. Activities will be offered at the school site immediately afterschool. Students will be transported safely home by bus each day.

Character education activities were also selected to keep students engaged and out of the juvenile justice program as well as to address the emotional well-being of high-need and low-income families. Workforce activities were specifically chosen to increase number of adult GED graduates and to better prepare them for STEM fields.

Professional development will also be offered as an activity under the 21<sup>st</sup> CCLC Texas ACE grant. MCISD teachers will receive training on how to implement the Sylvan tutoring model after school. This activity will serve as a strategy to sustain accelerated tutoring practices at the end of the grant. MCISD Teachers selected to participate in Sylvan training will serve as champion's to amplify effective afterschool teaching practices to their peers.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**60X30Mission** will deploy four strategies to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. With a **93% Hispanic population**, all written **information will be disseminated in both English and Spanish** languages. The table below provides a brief description of each of those strategies.

Dissemination Strategy	Description
1. Student/Parent Enrollment: Personal Invitation	Targeted high-need students will receive priority enrollment into the program. A list of students at risk of academic failure in one or more core subjects based on previous year's testing scores and grades as recommended by school counselors and administration will be invited by way of open house, parent conference, written communication, and/or phone call.
2. Student/Parent Enrollment: Open House	Project staff will begin the year open houses and registrations to enlist students and families for the program. Remaining student slots will be on a first come/first serve basis.
3. Program Changes and Success: Media	Both the school district and partnering organizations benefit from their positive relationships with media of all kinds. This may include print, web-based, radio, television and social media.
4. Word of Mouth: Youth	We have found that nothing works better to recruit more students and parents to programs than simple word of mouth. We anticipate that programming will be so engaging and learning so fun it will motivate youth to join and attend regularly.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**60X30Mission** are carefully aligned with program and Campus Improvement Plan goals and objectives. As stated earlier, students are failing to meet math, reading and writing requirements. With these dismal statistics in mind, the activities as described below were developed to eliminate barriers to success (social and emotional issues, bullying, gang influence, low literacy) while increasing student success and achievement. The Academic programs () were all chosen because of the need and the proven ability each program has on improving academic success. Additionally, the Enrichment programs, Family engagement programs, and Career and college readiness programs are enhancements that support the student and family outside of the classroom, but are proven essential pieces of academic success. All program goals and outcomes will improve district outcomes in reading, writing and math.

Activity(ies)	Anticipated Evidence-based Improvement
Sylvan ACE IT; Sylvan Edge, Sylvan Writing Camps, BGC Power Hour	Increased math, reading, and writing performance over time.
BGC SMART Moves; Passport to Manhood; SMART Girls; Healthy Habits; Triple Play	Increased confidence and resilience that leads to increased academic performance and improves graduation rates over time.
Coding and Robotics; TECHBus digital literacy	Increased interest in STEM Fields that leads to increased math performance and improves graduation rates over time.
Family literacy; GED classes; digital technology; Parenting classes; College access resources; food & nutrition	Increased family engagement that leads to increased emotional support, stability, and improves graduation rates over time.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **60X30Mission** partnership was formed for the specific purpose of pooling together resources and expertise in order to maximize efficiency and reach as many high-need students and their families as possible. Resources that each partners offer varies. The school district identified in this proposal currently offers school-wide Title I programs to all of their students. Under Section 1114 schools can consolidate Title I and other federal, state, and local funds in order to upgrade their entire educational program. The districts provide Title I programs to **all**, which enables the proposed 21<sup>st</sup> CCLC to provide services to all students at the targeted campuses. Targeted students will need a consent form signed by their parent(s) to participate in the CCLC program **per requirement**.

Each of our partners may be receiving grant and/or local funds limited to the current program capabilities and reach. Funding from the Texas 21<sup>st</sup> CCLC grant will be used to supplement and not supplant the existing local, state and federally funded programs. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The Fiscal agent, MCISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. Each of the partners mentioned in this proposal is committed to the effectiveness and sustainability of the proposed 21<sup>st</sup> CCLC program. For this reason, schools and Boys & Girls Clubs will provide in kind support by hosting the center at their respective facilities. The school district will provide bus transportation to the children's home each day the program is in operations. Sylvan Learning Center will offer various services in-kind regularly. The in kind amount of support is approximately \$400,000.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Objective Program Planning and Research-based Program Design**

**60X30Mission** was developed specifically to improve to education outcomes for low-income children and their families. To ensure that the proposed activities were based on an objective set of measures and designed to increase high-quality academic enrichment, the group enlisted the help of a community volunteer with expertise in collective impact work. This volunteer led the group in a data drive process to come up with key questions around specific needs. Community surveys were also conducted that reveal a need for a comprehensive strategic plan to further develop and implement academic enrichment and cultural enhancement activities. **60X30Mission** is proposing to use a myriad of evidence-based and family-centered programs to maximize program effectiveness by working toward a shared agenda. This process has existed in the Rio Grande Valley for the past five years under the guidance and direction of the nonprofit backbone organization, **Educate Texas**. The collective impact approach is an evidence-based decision making process developed by *StriveTogether*. The framework rests on four pillars framed around the unique strengths and needs of an individual community. The third pillar, mobilizing resources for impact, is where they myriad of 21<sup>st</sup> CCLC programming takes place. **60X30Mission** will align and mobilize time, talent, and evidence-based and promising practice afterschool programming towards improving educational and workforce outcomes.

A few of these programs include:

<b>Evidence-based Program Model</b>	<b>Brief Description</b>
Sylvan Learning Center	Academic growth for in-center programs is greater than 1 year in 36 hours of instruction with a 90% attendance/ participation rate.
Boys & Girls Clubs	USDOJ endorses BGC SMART Moves and SMART Leaders as evidenced based. Grades of treatment youth are significantly higher than control and comparison group youth. Culturally focused youth drug-prevention programs is designed to increase resiliency and prevention skills.
Family Literacy Programs	Reported increases in self-efficacy and self-confidence, job skills, and personal goal attainment in adults and children.

*\*Evidence-based design information retrieved from StriveTogether, National Institute of Justice Programs and Practices, and Institute of Educational Science What Works Clearinghouse, and ERIC Clearinghouse*

**Data Collection, Continuous Assessment and Local Program Evaluation**

To ensure that data are collected in an appropriate and reliable fashion, each Site Coordinator will be working directly with the Program Director, collective impact group, and Local Evaluator to learn the evaluation system. Data collection will be efficient and accurate. Qualitative information will be gathered to measure (1) the level of implementation, and (2) the perception of staff, students and parents as to the effectiveness of program techniques/components. Observation instruments and questionnaires specially designed to measure these phenomena will be designed based on Common Texas ACE and research-based approaches. Continuous improvement will be maintained by developing an informed decision making process. The local evaluator will be required to work with the group, along with RGV Educate Texas' collective impact group **RGV FOCUS** to develop a process to make data-driven decisions that can contribute positively to student success and institutional effectiveness. The effective use of data in education agencies have been shown to improve student engagement and outcomes, enable the analysis of workforce data, and advance institutional research.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

**60X30Mission** is an innovative collective impact-like framework initiative designed to extend across the RGV targeting some of the most distressed neighborhoods. Mission, Texas has capitalized on various evidence-based programs that exist in the community. Developing a collective impact-like initiative around afterschool time activities is just what this community needs to start moving the needle toward positive educational outcomes. Additional community resources that are available to the group and will be used by the Family Engagement Specialist in support of the needs of the families are also included as a resource in the table below

Service Provider	Community Resource Available
Boys & Girls Clubs	<ul style="list-style-type: none"> <li>Managing and training the certified counselor/ family Engagement</li> <li>Boys &amp; Girls Clubs existing facilities</li> <li>Formal volunteer management process</li> <li>Evidence-based programming</li> </ul>
Code the Town	<ul style="list-style-type: none"> <li>Regularly scheduled coding and programming events</li> <li>White House Education Initiative Best Practice Recognition</li> </ul>
Sylvan Learning Centers	<ul style="list-style-type: none"> <li>Tutoring services offered to 10 new sites</li> <li>Professional development offered to district teachers on the Sylvan model</li> </ul>
Rio Grande Valley Literacy Center	<ul style="list-style-type: none"> <li>Parent literacy program</li> <li>Family literacy events</li> <li>GED/ESL programs offered at the parents level</li> </ul>
Community Collective Impact Work	<ul style="list-style-type: none"> <li>The community's first collective impact group developed specifically for the purpose of increasing educational outcomes through afterschool time programming</li> </ul>
MCISD	<ul style="list-style-type: none"> <li>Formal volunteer management program</li> <li>Dedicated space for out-of-school time programming</li> <li>Transportation for students</li> <li>Certified teachers to be trained in Sylvan methods</li> </ul>
Faith-based organizations	<ul style="list-style-type: none"> <li>Emergency needs requests from families</li> </ul>
South Texas College; University of Texas – Pan American; University of Texas – San Antonio	<ul style="list-style-type: none"> <li>College enrollment resources</li> <li>Financial literacy and Financial Aid Resources</li> <li>College fairs and other community events</li> </ul>
RGV Educate Texas	<ul style="list-style-type: none"> <li>Capacity building to the group on collective impact work and using data to impact change</li> </ul>
Food Bank of the Rio Grande Valley	<ul style="list-style-type: none"> <li>To assist families with issues around food insecurity</li> <li>Collaborate to offer food nutrition workshops</li> </ul>
Big Brother Big Sister of South Texas – RGV	<ul style="list-style-type: none"> <li>Mentoring support to program youth</li> </ul>
Economic Development Council	<ul style="list-style-type: none"> <li>Facilitating workforce training initiatives</li> <li>Providing resources for low-skilled adults and related job training</li> <li>STEM Field experiences through partnering employers</li> </ul>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Coordinating Services to Address Multi-needs**

Like most organizations, **60X30Mission's** partners have historically lacked adequate resources and coordination to expand the reach of services to confront the overwhelming social and learning barriers in their communities. In an effort to eliminate barriers to student success, the **60X30Mission** group conducted a needs assessment during the development of this grant to identify and prioritize the education needs of high-need students and their families. The needs assessment processes included compiling and analyzing data. The data analyzed included reports from public sources, and parent surveys.

Public reports indicated that academic interventions for **31% of the student population that failed to meet star reading and 26% that failed to meet star math**. College readiness interventions are also needed for **70% student population that is failing to meet postsecondary success**. An inventoried list of services available to meet these needs includes:

- Code the Town: Mayor's Office STEM learning initiative;
- Academic tutoring programming through Sylvan Learning Center;
- Boys & Girls Clubs college going initiatives for students;
- Boys & Girls Clubs character education programs;
- Sylvan Learning Center robotics, math, and digital literacy programs; and,
- University of Texas at San Antonio's (UTSA) postsecondary programming initiatives.

In addition to academic interventions, parent engagement was another top priority for the Mission, Texas area.

Parent surveys had an overwhelming response with 440 parents completing the surveys. Results revealed that **50%** of parents requested College Financial Aid training; 67% requested parenting skills, literacy, and workforce education workshops. Services available to meet the needs of families includes:

- Practical parenting potential to offer engagement activities;
- Resources available through faith-based and social service organizations (such as food, emergency assistance, and more);
- UTSA's college going, financial literacy and adult education resources; and,
- Workforce development opportunities available through the Economic Development Council.

The number of inventoried resources against the communities educational needs spurred the **60X30Mission** group to develop a collective impact-like approach. Resources listed in above were aligned to address each of the issues in the shared agenda of improving education outcomes. Activities were strategically selected so that they may coordinate to mutually reinforce one another. For example, high need student may be enrolled in the program that has multiple issues (such as food insecurity, low reading scores, bullying, parents who are English Language Learners). For these individuals, successfully addressing one need frequently entails addressing the others concurrently, and thus requires the provision of a range of services. Under this arrangement, the partnering organizations have agreed to coordinate their efforts to supply a suite of services capable of addressing the various needs of high-need students and their parents. The Family Engagement Specialist and Site Coordinators will be key in facilitating this coordination.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a collective impact initiative, **60X30Mission** was designed to align and mobilize time, talent, and evidence-based and promising practice afterschool programming towards improving educational and workforce outcomes. Programming was planned during the initial grants development meeting. Throughout the period of grant performance, programming will be monitored by a collaborative effort between the collective group's Leadership team and program evaluator. Modifications and or additions to the program will be required to be evidence-based with proof of improved outcomes. Programs included in this grant were vetted at this level. The following table lists some of the evidence supporting these programs.

<b>Evidence-based Program Model</b>	<b>Brief Description</b>
Sylvan Learning Center	Academic growth for in-center programs is greater than 1 year in 36 hours of instruction with a 90% attendance/ participation rate.
Boys & Girls Clubs	At every follow-up, average grades of treatment youth were significantly higher than control and comparison group youth. Culturally focused youth drug-prevention programs is designed to increase resistance skills.
Family Literacy Programs	Reported increases in self-efficacy and self-confidence, job skills, and personal goal attainment in adults and children.

*\*Evidence-based design information retrieved from StriveTogether, National Institute of Justice Programs and Practices, and Institute of Educational Science What Works Clearinghouse, and ERIC Clearinghouse*

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**60X30Mission** plans to recruit volunteers to support activities carried out through the Texas 21<sup>st</sup> CCLC. Using volunteers is well known for assisting with providing human capital to sustain programming beyond a grants funding cycle. The target population that 60X30Mission is specifically targeted is senior citizens. Seniors have a unique set of skills and knowledge and a lifetime of experience to offer in so many of ways: from mentoring and tutoring younger generations, to providing career guidance, to offering companionship and care. To recruit senior citizens, the Project Director will work with the existing school district and Boys & Girls Clubs volunteer recruitment team. Volunteer recruitment currently recruits volunteers from the RGV vast number of Winter Texans, as well as nonprofit agencies, faith-based organizations, and local aging council. The RGV's Winter Texan population is a huge group of seniors that travel from all over the United States to enjoy the RGV's warm seasons.

Volunteers will be vetted and trained using the school district and Boys & Girls Clubs standard volunteer training process. This process includes: the criminal background check, CPR and first aid training, staff development training, and/or mentoring training.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

**MCISD School Board members are supportive of this application and are committed as a body and individually to the sustainability of the 60X30Mission partnership and the programs described herein. The letter is attached to this application.**

**Sustainability Plan**

The **60X30Mission** initiative was designed with sustainability in mind. The key to ensuring that the Texas 21<sup>st</sup> CCLC will continue after funding from this program ends is to build the skills, mindset and capacity to enable organizations to collaborate and share resources. Receiving grant funds from TEA's Texas 21<sup>st</sup> CCLC Cycle 9 grant will lay the groundwork to spark collaboration, fund new ideas, and scale up best practices to achieve real impact. The development of this grant has ignited within leadership that they are part of an ecosystem that is working toward a shared mission, so they will be actively trying to understand, build and sustain connections within it. The strategies and resources that will be employed, as well as individuals and organizations responsible for these strategies are illustrated in the timeline below.

Strategy/Resource	Responsible Party(s)	Milestone
Collective Impact Training and Support	<ul style="list-style-type: none"> <li>RGV Educate Texas</li> </ul>	Upon notification of funding and ongoing
Designated space for afterschool programming	<ul style="list-style-type: none"> <li>School District</li> <li>Boys &amp; Girls Clubs</li> </ul>	Upon notification of funding and ongoing
Designated space for parenting workshops	<ul style="list-style-type: none"> <li>School District</li> <li>Boys &amp; Girls Clubs</li> <li>RGV Literacy</li> </ul>	Upon notification of funding and ongoing
Transportation	<ul style="list-style-type: none"> <li>School District</li> </ul>	Upon notification of funding and ongoing
Sylvan Tutoring	<ul style="list-style-type: none"> <li>Texas ACE Grant</li> <li>Sylvan Learning Center</li> <li>School District</li> </ul>	Year one – funded by grant. Professional Development deployed near month 7 to teach sylvan model to certified teachers. Teachers receive extra duty pay from District to resume responsibilities when grant funds end.
Site Coordinators	<ul style="list-style-type: none"> <li>Texas ACE Grant</li> <li>Boys &amp; Girls Clubs</li> <li>School District</li> </ul>	Year one – funded by grant. Collaborative effort training between Sylvan trained teachers and Boys & Girls Clubs staff deployed near month 9. Teachers and Club staff assume responsibilities when grant funds end.
Project Director	<ul style="list-style-type: none"> <li>Texas ACE Grant</li> <li>School District</li> <li>RGV Educate Texas</li> </ul>	Year one – funded by grant. Collective impact/program implementation training with Project Director, RGV Educate Texas and designated District staff deployed near month 9. District to assume responsibilities when grant funds end.
Family Engagement Specialist (FES)	<ul style="list-style-type: none"> <li>Texas ACE Grant</li> <li>School District</li> </ul>	Year one – funded by grant. FES develops formal structure and educates existing district Parent Engagement Specialists on strategies near month 6.
Code the Town	<ul style="list-style-type: none"> <li>Mayors Office</li> </ul>	Upon notification of funding and ongoing
UTSA Mobile Go	<ul style="list-style-type: none"> <li>UTSA</li> </ul>	Upon notification of funding and ongoing

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community involvement is inherent in the design of **60X30Mission**. Multiple non profit partners and volunteers are necessary to make the model work and enhance its cost-effectiveness. Partners and collaborating agencies are listed elsewhere in this proposals. The project will deploy the following strategies to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans.

The district has identified three methods for **stakeholder involvement prior to notice of grant award and planned post grant award** listed below:

- **Recruit Stakeholders:** The district will identify and recruit stakeholders that live and/or work within the community. This will ensure the stakeholders have a vested interest in the project and its success.
- **Educate Stakeholders:** The district will educate stakeholders on key areas of concern facing the community and their youth, solutions proposed by the project, and the roles their organization will play in the process.
- **Refine Goals and Objectives:** Stakeholders will be invited to attend meetings to discuss goals and objectives and ensure the project is on track. Areas of concern will be discussed and suggestions for improvement will be solicited from each stakeholder.

The district will ensure that the community stakeholders contribute to the following three areas: 1.) **Program Awareness**, 2.) **Program Effectiveness**, and 3.) **Sustainability**

**Evaluating Program Effectiveness and Sustainability through the Collective Impact-like Model**

In efforts to build on the success of existing engagement support activities in the community, the **60X30Mission** group plans to adopt a collective impact-like approach for its Texas 21<sup>st</sup> CCLC afterschool program. Research shows that the collective impact framework is successful in collectively improving outcomes within a community. Upon notification of funding **60X30Mission's** Project Director will work closely with partnering organizations to delegate a point of contact to convene regularly. The Project Director will schedule and facilitate monthly meetings with the collaborative group. During the **60X30Mission** meetings, members will work closely with EducateTexas' collective impact group, RGV FOCUS, build capacity to use data to move from analysis to action in response to the results of impact of the strategies.

RGV FOCUS has over five years of experience in analyzing data to improve educational outcomes while seeking continuous feedback from community stakeholders. This information provides educators and policymakers with critical data about where students leave the education pipeline and which students are more at risk of dropping out of school. RGV FOCUS consists of a Leadership Team of 22 members, including 11 Superintendents (representing 55% of students) presidents of all five IHEs in the RGV, the executive director of Region One, and five representatives from workforce and community organizations.

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**Schedule #17—Responses to TEA Program Requirements**

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Amendment # (for amendments only): N/A

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

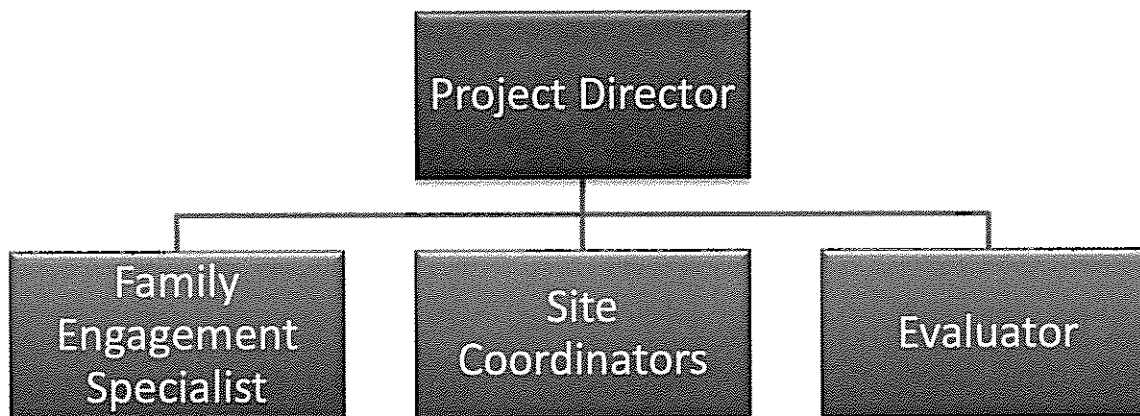
**Grants Management**

The **60X30Mission** will be handled with the same high level of fiscal integrity and managerial efficiency that the MCISD has come to be reputable for. MCISD has a Grants Department dedicated to offering technical assistance in support of managing the program and fiscal components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. The Grants Department will work closely with the Project Director to develop a program deliverables plan and discuss all fiscal parameters of the grant contract. The Grants Department will monitor all program activity to proactively respond to any potential issues. Technical assistance may be provided as needed in areas such as but not limited to: developing reports, staff turnover, challenges in meeting goals and objectives, and more.

The direct implementation of grant activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the needs of the Campus Assessments as well as the students' needs. Site Coordinators will have weekly meetings with all staff and will meet with the staff to discuss any issues.

**Communication**

The Grants Department will work alongside the Project Director to communicate program success and challenges internally to management as well as to develop progress report for the **60X30Mission** Leadership team. The Project Director will communicate program changes and successes of the program with project staff during monthly meetings. Training and staff support will also be scheduled based on feedback received from the Grants Department and Leadership team.

**60X30Mission Organizational Chart****For TEA Use Only**

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Marcell Elementary

9 digit campus ID#	108-908-104	Distance to Fiscal Agent (Miles)	1.9
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Grade Levels to be served (PK-12)	K-5
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**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	<b>Total</b>
Number of Regular Students (attending 45 days or more per year) to be served:	120

Number of Adults (parent/ legal guardians only) to be served:	40
---------------------------------------------------------------	----

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Bryan Elementary

9 digit campus ID#	108-908-101	Distance to Fiscal Agent (Miles)	0.5
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Grade Levels to be served (PK-12)	K-2
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**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	<b>Total</b>
Number of Regular Students (attending 45 days or more per year) to be served:	120

Number of Adults (parent/ legal guardians only) to be served:	40
---------------------------------------------------------------	----

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108-908			Amendment # (for amendments only): N/A	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3		Center Name: Kenneth White Jr. High		
9 digit campus ID#	108-908-042	Distance to Fiscal Agent (Miles)		3
Grade Levels to be served (PK-12)	6-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
Number of Regular Students (attending 45 days or more per year) to be served:				105
Number of Adults (parent/ legal guardians only) to be served:				35
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4		Center Name: Alton Memorial Jr. High		
9 digit campus ID#	108-908-043	Distance to Fiscal Agent (Miles)		6.7
Grade Levels to be served (PK-12)	6-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
Number of Regular Students (attending 45 days or more per year) to be served:				150
Number of Adults (parent/ legal guardians only) to be served:				25
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 Center Name: Castro Elementary

9 digit campus ID#

108-908-102

Distance to Fiscal Agent (Miles)

1

Grade Levels to be served (PK-12)

K-2

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

120

Number of Adults (parent/ legal guardians only) to be served:

40

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 6 Center Name: O'Grady Elementary

9 digit campus ID#

108-908-111

Distance to Fiscal Agent (Miles)

2

Grade Levels to be served (PK-12)

K-2

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

120

Number of Adults (parent/ legal guardians only) to be served:

40

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7 Center Name: Rafael A. Cantu Jr. High

9 digit campus ID# 108-908-044

Distance to Fiscal Agent (Miles)

4

Grade Levels to be served (PK-12)

6-8

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

105

Number of Adults (parent/ legal guardians only) to be served:

35

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 8 Center Name: Mission Jr. High

9 digit campus ID# 108-908-041

Distance to Fiscal Agent (Miles)

2

Grade Levels to be served (PK-12)

6-8

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

105

Number of Adults (parent/ legal guardians only) to be served:

35

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9

Center Name: N/A

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 10

Center Name: N/A

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**ESEA Section 1114 Alignment**

The **60X30Mission** has designed all programming around supplementing the students regular school day by providing compensatory, intensive, and/or accelerated instruction. TexasACE has vetted Sylvan Learning Center as a provider for tier-2 academic intervention. **60X30Mission** was formed for the specific purpose of pooling together resources and expertise in order to maximize efficiency and reach as many as possible. All academic tutoring and enrichment programs will supplement and not supplant existing programs which is in-line with ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081.

Under Section 1114 schools can consolidate Title I and other federal, state, and local funds in order to upgrade their entire educational program. The districts provide Title I programs to all, this also enables the **60X30Mission** to provide services to all students at the targeted campuses. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The fiscal agent, MCISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. The schools will provide in kind support by hosting the center at their respective facilities. As mentioned in previously, the in kind amount of support is approximately \$400,000.

**Student Recruitment**

Targeted high-need students will receive priority enrollment into the program. To recruit students, school counselors and administrators will compile a list of high-need and/or at-risk students. These students will be offered program slots first. Teachers will invite parents by way of open house, parent conference, written communication, and/or phone call. A written consent form must be signed by parent(s) in order for their child to participate in the afterschool program. All other students will be recruited to fill remaining spots on a first come and first serve basis. In order for students to receive the greatest benefit from the afterschool program retention is extremely important.

- **Fun and Engaging Programs:** **60X30Mission** understands that outcomes will not be reached if students are not retained. All programs are designed to ensure that they are fun and engaging. Additionally, we are proposing the following promising practice strategies for recruiting and retaining youth in after-school programs.
- **Reach out Directly to Youth and Their Parents:** Rather than relying on posters, flyers, or referrals to generate interest, TX 21<sup>st</sup> CCLC will reach out directly to youth and their families through open houses, phone calls, and/or teacher conferences.
- **Match Program Schedules to Youth's Needs:** Students will benefit from being able to attend Boys & Girls Clubs programming that is flexible and peaks the students personal interest. Students will have a choice of several high engaging activities to participate in on a rotating basis.
- **Links and Academic Activity to an Engaging Project:** Students will benefit from engaging tutoring activities that are offered through Sylvan Learning Center. Activities will include academic and fun components that peak student interest.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Operations and Schedules**

The **60X30Mission** 21<sup>st</sup> CCLC program will provide a total of 36 weeks of programming including 6 weeks of summer services from June 2016 to July 2016 in an effort to prevent summer learning loss. During the summer hours at school sites may be from 8:00 am to noon for elementary host sites and 9:00 am to 1:00 pm. for middle school host sites. School sites will engage in academic programming such as accelerated tutoring, robotics, math camps and other related activities offered through Sylvan Learning Center. Students registered for a school host site will be offered offsite enrichment programming two days per week at the neighboring Boys & Girls Clubs facility referred to as adjunct sites in this proposal. Offsite enrichment may include but is not limited to: swimming, sports and recreations, character education, family movie nights, and more. During the academic school year hours at school sites will vary depending on school day end times. The earliest site will open at 3:30 p.m. and the latest site will close at 6:00 p.m.

**Staffing Plan**

The Project Director will manage all grant funded employees. Grant Activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the needs of the campus assessment as well as the students' needs. Site Coordinators will have weekly meetings with all staff to plan a week in advance for any and all activities. This time will be used to complete lesson plans and plan all activities for all members participating. All staff will be prepared with a daily attendance log for all members to sign and will return the logs to Site Coordinator/Data Specialist to input onto the database system for attendance purposes. Site Coordinator will make rounds make sure that all staff is running programs geared towards what the lesson plans state. At the end of each day, Site Coordinators will meet with the staff to discuss any issues. Site Coordinator will also encourage staff to apply activities and ideas learned from the MYTEXASACE website to utilize in their classes. The Family Engagement Specialist will work across all sites to plan and implement family engagement strategies. This position will report directly to the Project Director but will also have a dotted line reporting structure to the Parent Engagement Staff at School District level.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Safe and Inclusive Environment**

**60X30Mission** is committed to ensuring that our policies and procedures promote a safe and inclusive learning environment for all students. To do this takes more than just a commitment by staff within a building. A whole school community approach involving all educational and community partners is essential for us to build a community where each of our students has an equal opportunity to reach their full academic potential. **60X30Mission** is very conscious of the important role that parents and families play in the social and behavioral development of our students. Working alongside parents to share best practices, to identify the specific needs of our students and to receive feedback on the work we are doing is a critical component to our success. **60X30Mission** has adapted and maintained strategies and best practices around equity and inclusion, character education, accessibility and safe schools to promote a safe, inclusive and accepting school environment.

**Sign-in and Sign-out Procedures**

Every child attending all centers and adjunct sites of the **60X30Mission** 21<sup>st</sup> CCLC must sign-in before entering the program and must be signed-out each evening by their parent/guardian or authorized adult unless the parent/guardian or authorized adult has provided alternative instructions in writing. All partner agencies with **60X30Mission** program will ensure compliance with this policy. Registration procedures and emergency contact information will be collected at all school sites and adjunct facility clubhouses associated with the program. No exceptions will be made to this policy.

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## Schedule #17--Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 4a: Activity Planning, Alignment and Quality.** Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All academic programs are specifically aligned with the school day curriculum to expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS). **60X30Mission** considered many partners and selected Sylvan Learning Center for their track record of success in the RGV, as well as preliminary results from a recent research study (Rockman Et Al., Fall 2015) indicating higher than average outcomes on State assessments with ELL and at-risk students in our region. **60X30Mission** is partnering with Sylvan Learning Center to offer and monitor tier-2 intervention and accelerated tutoring after school and during summer break, when learning loss occurs. During the grants development process, members of the **60X30Mission** team correlated Sylvan Math, Writing, and Reading program against the TEKS. The purpose was to confirm that Sylvan's accelerated tutoring model would be supplemental and beneficial prior to implementing the program and investing in the professional development of school district teachers. Sylvan Learning Center is proposing to offer Ace it! and EDGE programming to benefit **60X30Mission** students.

**Sylvan Ace it!:** Sylvan Learning's Ace it! program provides targeted academic intervention for struggling students, and since 2005, it has established a proven track record of helping to improve school performance for more than 50,000 students nationwide. Delivered by highly trained Sylvan teachers, Ace it! utilizes a research-based curriculum that is founded on best practices for teaching and is aligned to state standards. While supplementing and reinforcing what students have learned in the classroom, Ace it! offers flexible, differentiated instruction in small groups with a low student-teacher ratio of 8:1. The Ace it! model includes a positive learning environment that rewards students for improvements in attitude, attendance, effort and achievement.

Ace it! is ideally suited for the Tier 2 – Strategic Intervention level of the **Response to Intervention (RTI)** approach to teaching and learning, which proactively identifies and addresses student needs. Through RTI, schools match students with the appropriate level of supports: Tier 1 represents a school's core curriculum; and Tier 3, highly intensive and individual instruction. As a Tier 2 strategy, Ace it! offers an efficient response to the academic needs of those students who have been identified as not making adequate progress in the school's general education program. The Ace it! program begins with a student pre-assessment that identifies skill gaps and needs. Assessments utilized are either Pearson's norm-referenced GMADE (Group Math Assessment and Diagnostic Evaluation) and GRADE (Group Reading Assessment and Diagnostic Evaluation) or the ASA, a proprietary criterion-referenced assessment tool. This allows Sylvan teachers to create a customized learning plan for each student, and to place him or her in groups with others at similar levels of skill so that instruction is personalized to meet student needs. A post-program assessment is utilized to measure academic growth and determine need for further support services. Sylvan is proposing to offer Ace it! Reading, Math, and Summer School programs.

**Sylvan EDGE:** In response to what is commonly known as the STEM Crisis, and recognizing a crucial need in the students we serve, Sylvan Learning has developed Sylvan Edge, our set of programming focused on critical areas of STEM for students starting in elementary school. As always, Sylvan's program design goal is a supplemental education system that meets the highest quality standards, individual student needs, and both national and state standards, and incorporates the most effective technology and/or research. Sylvan Edge is based on research suggesting that building a STEM foundation should start as early as the elementary grade level to cultivate children's natural interest in exploring their world through experimentation and active problem solving. Sylvan Edge helps kids to perform better in STEM subjects at school, and does more than assist in the acquisition of academic competencies. Like all Sylvan programs, Sylvan Edge gets and keeps students excited about learning through fun, hands-on activities, and makes it more likely that students will maintain an interest in STEM and go on to pursue advanced classes in high school and college. Sylvan is proposing to offer EDGE Coding, Robotics, Math, and Engineering programs.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 4b: Activity Planning, Meeting Student Needs.** Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **60X30Mission** has strategically selected evidence-based programming models that are adaptable to the academic and development needs of students. Each of these programs may choose to use paid instructors, volunteers, staff, and/or parents to ensure that focus on small student ratios and varying interests. For example, As mentioned previously in this proposal, students who are at-risk of failing, are performing poorly academically, and/or who are at-risk of dropping out of school (includes truancy and discipline referrals) will be targeted initially and recruited by their teachers. The participating campuses will provide instruction is adaptable to the academic and developmental needs of students. Instructional methods to be applied will include:

- **Individual Instruction** – Provide highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving a student's academic standing.
- **Small-Group Instruction** – Group-tutoring sessions will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles.
- **Response to Intervention (RTI) Acceleration** - Rti holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of Rti can result in: More effective instruction; Increased student achievement; More appropriate LD identification; Increased professional collaboration; and Overall school improvement.

#### Sylvan Learning Center

Sylvan Learning Center programs are known for its small group focus. Supplementary education specialist Sylvan Learning RGV small group instruction is based on a 1 to 8 ratio of students to certified teachers. Academic groups for skilled gap remediation will be based on skill assessments conducted by partner, Sylvan Learning RGV. Sylvan will assess students for learning groups categorized in an understandable way for parents, "catch up, keep up and get ahead." Assessment and academic criteria are discussed in next schedule. Student needs are not only academic but also behavioral, particularly for students at risk or are already disengaging from school by acting out. Sylvan Learning Center programming is discussed in detail in *Schedule 17 TEA Program Requirement 4a*.

#### Boys & Girls Clubs Programming

The Boys & Girls Club (BGC) of Mission utilize the programming of the Boys & Girls Club of America (BGCA). For the **60X30Mission** project, BGC Mission will offer youth character education and prevention programming called SMART Moves. The U.S. Department of Justice, Office of Juvenile Justice Delinquency Prevention lists SMART Moves and SMART Leaders as evidenced based programming for the prevention of at risk behavior that builds resiliency against potentially criminal behavior. Originally developed in the 1980s with help from prevention specialists and Clubs around the country. Newly revised in 2011, the program incorporates the latest information and approaches that BGCA has learned about effective prevention.

Participants will be exposed to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid and/or resist alcohol, tobacco, other drugs and premature sexual activity. The complete program package includes: **SMART Moves Series includes, SMART Kids (ages 6-9), Start SMART (ages 10-12) and Stay SMART (ages 13-15)**. The program uses a team approach involving Club staff, peer leaders, parents and community representatives. More than simply emphasizing a "Say No" message, the program teaches young people ages 6 to 15 how to say no by involving them in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills and analyzing media and peer influence.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist.** Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A vital part of **60X30Mission** project is to engage family members as lifelong learners in this way their own passion for learning and literacy will translate to the family's children. **60X30Mission** will employ a full-time Family Engagement Specialist to oversee and coordinate and facilitate family literacy events across all sites. This includes referring interested parents into Adult Basic Education like GED and ESL classes. All ESL and GED services free of charge to family members free of charge. Due to the overwhelming number of single parent households and emotional issues that often plague RGV students and families, preference will be given to applicants who are licensed as a counselor, family therapist, or social worker.

In response to the needs assessment, the Family Engagement Specialist will collaborate with the school district's parent engagement team and work across all centers to:

- Facilitate resume writing and job search assistance;
- Recruit and refer parents to enroll in GED/ESL classes;
- Recruit families to participate in culminating family literacy events;
- Recruit and refer parents to participate in digital literacy events;
- To refer parents to emergency food, housing, utilities, and other needs through a collaboration with faith-based organizations and social service groups;
- To refer and facilitate health and nutrition activities; and,
- To refer and facilitate parent education classes.

**TEA Program Requirement 5b: Family Engagement, Program Coordination.** Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will work with the Project Director and Site Coordinators to recruit families to participate in the program through a variety of culturally competent means. All student backpack mail and regularly mailed flyers will be sent to bilingual parents in both languages. Site coordinators will work with school administration to identify at risk students and enroll both the students and the families during opening school registration. Classroom telephone trees will be used. Site coordinators will call identified families and personally invite them to services. Calls will be available in both English and Spanish since parents will likely speak English and/or Spanish. In all the family surveys conducted by Boys & Girls Clubs locally and the Council on Governments of the Lower Rio Grande Valley the primary impediment to service delivery is transportation. Despite the growth rate of the Rio Grande Valley, public transportation systems are not adequate and practically non-existent to and from the *colonias* (rural often shanty neighborhoods) where the services are needed most. Therefore, **60X30Mission** will utilize the well documented, successful public health promotion model for the *colonias*, the promotora model (community worker), to deliver adult literacy services and parent education *platicas* (Spanish for community "talks") in rural community identified homes or centers for easier parent access. For parents close to the school or for parents having transportation services will also be provided traditionally at the school sites during the day and evenings depending on local survey results.

- Coordination of services across all centers will include weekly staff meetings with the site coordinators primarily to staff recruitment and attendance issues of family members. The Family Engagement Specialist will also meet with adult learner service delivery partners, primarily the RGV Literacy Center. A schedule of presentations and site parent council events will be maintained for all management staff. Semester parent surveys will be conducted to be sure that services are responsive and adaptive to parent needs. The Family Engagement Coordinator will meet monthly with the parent captains of the site based parent advisory councils.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-908

Amendment # (for amendments only): N/A

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Faced with few resources, cultural barriers and pressing family responsibilities, Latino students find that access to higher education comes harder for them than it does for peers of other races. A survey by the Pew Hispanic Center found, that just 33 percent of Latinos remain in school after age 18, trailing a general U.S. population that has 42 percent enrollment after the same age. Additionally the survey found, that while 88 percent of young Latinos viewed college education as necessary to get ahead, only 48 percent intended to pursue bachelor's degrees. **The statistics mentioned in the needs section above confirm these statistics with more than 60% of the student population failing postsecondary readiness testing.** Families are the key determining factor in whether or not children pursue a high school diploma or higher education – especially among first generation and Hispanic students. Colleges in the Rio Grande Valley face a variety of challenges when recruiting Hispanic Students. The first challenge is the reluctance and inability of the families to complete the FAFSA application. Many of the Hispanic families are disinclined to disclose any financial information and few of the families hold accounts at financial institutions.

A second challenge is the dynamics of the traditional Hispanic family. In this culture, family is a very important obligation. The value of an adult male family member holding a full time job after high school tends to have more value than spending four years away at college. The students also often still have responsibilities such as assistance with younger siblings, or the family shares a vehicle, limiting the availability of students. A third challenge is language. Often, one or both parents have limited English proficiency and care has to be taken in translation of the details and advantages of allowing their child to attend college

Family Engagement Specialist will be an important part of this project. In addition to coordinating resources and working individually with parents to ensure the academic and graduation needs of their children are met, the Family Engagement Specialist may also work with partnering organizations to deploy the following activities.

**60X30 Mission** will develop targeted family services in accordance with the ACE PRIMARY Resource: Texas ACE Parent Handbook. Sample services, hosted at each center campus will include but are not limited to the following:

- **ESL and GED Classes** will be provided with partners at each center.
- **ESL Conversation Groups** conducted by Heart 2 Heart Parents with parenting and at risk prevention and college readiness topics, thus providing two services at once.
- **Family Resource Centers** – MCISD with Workforce Solutions and MEDC will open up their computer labs to families at least once a week, and attendants help parents apply for aid such as SNAP, TANF, or Workforce Solutions, or pay bills online. With planning transportation can be arranged from 21st CCLC sites to clubhouses and back so that parents can more easily participate.
- **Parent Advisory Council**- MAAP will have a parent advisory council made up of at least 10 members, that organize and advertise club programs and services. By year two, we project that similar councils will be established for 21st CLCC sites as well.
- **Sylvan FREE Seminars**- partner Sylvan Center will conduct onsite presentation with such topics as homework help and grade improvement.
- **Assistance**- low income families will be able to obtain school supplies, clothes, books, and toys for Christmas in partnership with the Food Bank of the Rio Grande Valley.
- **College Computer Labs** - Open to families for workforce development and college exploration and registration during non-program hours.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 108-908		Amendment number (for amendments only): N/A		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108-908

Amendment number (for amendments only): N/A

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 108-908

Amendment number (for amendments only): N/A

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only): N/A

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 108-908

Amendment number (for amendments only): N/A

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only): N/A

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			
Z99	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N/A			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 108-908

Amendment number (for amendments only): N/A

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

**Total Nonprofit Schools within Boundary**

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 3

**Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 402

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 108-908

Amendment number (for amendments only): N/A

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:			
	# of students:      # of teachers:			
2	School name:			
	# of students:      # of teachers:			
3	School name:			
	# of students:      # of teachers:			
4	School name:			
	# of students:      # of teachers:			
5	School name:			
	# of students:      # of teachers:			

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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